

SEMESTER III

Course: Core

Course Code: PGECL3C005T

Title of Course: American Literature (19th and 20th century)

Lecture Plan

Teacher-in-charge: Dr Neena Gupta Vij

UNIT I (Prose)

R.W. Emerson: “The American Scholar” (Essay)

Henry David Thoreau: “Civil Disobedience” (Essay)

Edgar Allen Poe: “The Oval Portrait” (Short story)

UNIT II (Poetry)

(a)**Emily Dickinson:** “Because I could not Stop for Death”, “There is a Certain Slant of life”

(b)**Walt Whitman:** “When Lilacs Last in the Dooryard Bloomed”

(c)**Robert Frost:** “Stopping by the Woods on a Snowy Evening”, “Mending Wall”

UNIT III (Nineteenth Century Fiction)

Mark Twain: *Huckleberry Finn*

UNIT IV (Twentieth Century Fiction)

Alice Walker: *The Color Purple*UNIT V (Drama)

UNIT V

Arthur Miller: *Death of a Salesman*

UNIT I	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading	
I	<ul style="list-style-type: none"> • Introduction to American History 	1 Hour 1Hour	Sacvan Bercovitch and Cyrus R. K. Patell . <i>The Cambridge History of American Literature</i> http://www.teachitlikeitshot.com/uploads/9/0/5/2/9052150/america_befo	
Lectures Week I	<ul style="list-style-type: none"> • Introduction to American Literature – Classic American Texts 	1 Hour	Sacvan Bercovitch and Cyrus R. K. Patell . <i>The Cambridge History of American Literature</i>	
III	Introduction to: Transcendentalism, Romanticism, Emerson	1 Hour	<ul style="list-style-type: none"> • Richard Gray. <i>The History of American Literature</i> 	
IV	Basic Themes: Formation of American Identity and Character	1 Hour	<ul style="list-style-type: none"> • Richard Gray. <i>The History of American Literature</i> • Thomas Jefferson. “Declaration of Independence” https://www.archives.gov/founding-docs/declaration-transcript 	

Lectures Week II	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
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UNIT I			
I	<ul style="list-style-type: none"> • Emerson: “The American Scholar” • Reading,explication and discussion. 	1 Hour	<ul style="list-style-type: none"> • Emerson. “Nature”
II	<ul style="list-style-type: none"> • Reading,explication and discussion. • 	1 Hour	<ul style="list-style-type: none"> •
III	<ul style="list-style-type: none"> • Reading,explication and discussion. 	1Hour	<ul style="list-style-type: none"> • Thoreau. <i>Walden</i>
IV	<ul style="list-style-type: none"> • Conclusion: Language, Symbols and Style. 	1 Hour	Sam McGuire Worley. <i>Emerson, Thoreau, and the Role of the Cultural Critic.</i> Suny Press.

Lectures Week III	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
UNIT I			
I	Henry David Thoreau: “Civil Disobedience” (Essay) <ul style="list-style-type: none"> • Introduction to Author and Text • (Influences: Transcendenatalism,Romanticism, • Emerson) • Basic Themes of American Governance reflected in the essay 	1 Hour	https://libertasutah.org/books/civildisobedienc .

II	<ul style="list-style-type: none"> • Reading, explication and discussion. 		
III I	<ul style="list-style-type: none"> • Reading, explication and discussion. 	1 Hour	
IV	<ul style="list-style-type: none"> • Conclusion: Language, Symbols and Style. 	1 Hour	

Lectures Week IV UNIT I	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
I	Edgar Allen Poe: “The Oval Portrait” (Short story) <ul style="list-style-type: none"> • Introduction to Dark Romanticism • Introduction to Poe • Poe’s Theory of Poetry and Prose • 	1 Hour	Poe. <i>The Philosophy of Composition</i> https://rgio.pw/266810.pdf
II	<ul style="list-style-type: none"> • Reading, Explication of and Discussion on “The Oval Portrait” 	1 Hour	Poe. <i>The Philosophy of Composition</i> https://rgio.pw/266810.pdf
III	<ul style="list-style-type: none"> • Conclusion: Language, Symbols and Style. • The Gothic • Understanding Poe as a Southern Writer 		Clive Bloom. ed. <i>Gothic Horror: A Reader’s Guide from Poe to King and Beyond</i> . Springer Nature Switzerland, 2019 Chris Baldick. <i>The Oxford Book of Gothic</i>

	<ul style="list-style-type: none"> • Black Romanticism: Reaction to Industrialization of the North 		<i>Tales</i> . Oxford: OUP, 2009.
IV	<ul style="list-style-type: none"> • Discussion on topics Assigned 		

UNIT II (Poetry)

(a) Emily Dickinson: “Because I could not Stop for Death”, “There is a Certain Slant of life”

(b) Walt Whitman: “When Lilacs Last in the Dooryard Bloomed”

(c) Robert Frost: “Stopping by Woods on a Snowy Evening”, “Mending Wall”

Lectures Week V UNIT II	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
I	A brief introduction to the American poetry	1 Hour	<i>A History of American Poetry</i> by Richard Gray: “American Poetry: An Overview” by Siddhant Kalra (https://www.researchgate.net/)
II	Emily Dickinson as a poet; as an American woman poet; and her literary works Reading and Discussion/Critical Analysis/ Poetic technique used in the poem “Because I could not Stop for Death”	1 Hour	<i>Poems by Emily Dickinson</i> edited by Teresa Pelka; <i>The Poems of Emily Dickinson</i> edited by Thomas H. Johnson; “Emily Dickinson and her Poems” (http://www.emilydickinson.net/) <i>Emily Dickinson: Woman Poet</i> by Paula Bennett

III	Reading and Discussion/Critical Analysis/ Poetic technique used in the poem “There is a Certain Slant of Life”	1 Hour	
IV	Introducing Walt Whitman as an American poet; his philosophy; theme of universality and common man in the poetry of Walt Whitman. Reading the poem “When Lilacs Last in the Dooryard Bloom’d”	1 Hour	<i>The Routledge Encyclopedia of Walt Whitman</i> by J.R. LeMaster and Donald D. Kummings Text of the poem “When Lilacs Last in the Dooryard Bloom’d”

Lectures Week VI UNIT II	Title of the Topic to be Taught	No. of Hours/Days per week	Suggested Reading
I	Symbolism, elegy and poetic devices used in the poem “When Lilacs Last in the Dooryard Bloom’d”	1 Hour	<i>Walt Whitman</i> by Harold Bloom; <i>New Critical Perspectives: The Poetry of Walt Whitman</i> by Dinesh Kanwar Singh
II	Introducing Robert Frost Reading and Discussion/Critical Analysis/ Poetic technique used in the poem “Stopping by Woods on a Snowy Evening”,	1 Hour	<i>Robert Frost in Context</i> edited by Mark Richardson; <i>Robert Frost’s Poems</i> by Louis Untermeyer Text of the poem “Stopping by the woods on a snowy evening”; analysis of the poem “Stopping by the woods on a snowy evening” (Sparksnotes.com); <i>Robert Frost in Context</i> edited by Mark Richardson; <i>Stopping by Woods: Robert Frost as New England Naturalist</i> by Owen D.V. Sholes
III	Reading and Discussion/Critical Analysis/ Poetic technique used in the poem “Mending Wall”,	1 Hour	Text of the poem “Mending Wall”; Analysis of the poem “Mending Wall” (Sparksnotes.com); A Study Guide for Robert Frost’s “Mending Wall” (Gale, Cengage Learning) <i>Robert Frost in Context</i> edited by Mark Richardson; <i>Robert Frost’s Poems</i> by Louis Untermeyer

IV	Discussion on Units I and II/Prose and Poetry Preparing for Mid-semester Examination	1 Hour	
Lectures Week VII UNIT III	Title of the Topic to be Taught	No. of Hours/ Days per Topic	Suggested Reading
I	Mark Twain: <i>Huckleberry Finn</i> Literary Realism Regionalism	1 Hour	Altschuler, Mark. "Motherless Child: Huck Finn and a Theory of Moral Development." American Literary Realism, 1870-1910, vol. 22, no. 1, 1989, pp. 31–42. JSTOR, www.jstor.org/stable/27746374
II	<ul style="list-style-type: none"> • Reading excerpts/ Discussion on Themes/ Characters/ Language of <i>Huckleberry Finn</i> 	1 Hour	MARX, LEO. "Mr. Eliot, Mr. Trilling, and 'Huckleberry Finn.'" The American Scholar, vol. 22, no. 4, 1953, pp. 423–440. JSTOR, www.jstor.org/stable/41207689.
III	<ul style="list-style-type: none"> • Reading excerpts/ Discussion on Themes/ Characters/ Language of <i>Huckleberry Finn</i> 	1 Hour	Shockley, Martin Staples. "The Structure of Huckleberry Finn." The South Central Bulletin, vol. 20, no. 4, 1960, pp. 3–10. JSTOR, www.jstor.org/stable/3187310 .
IV	<ul style="list-style-type: none"> • Reading excerpts/ Discussion on Themes/ Characters/ Language of <i>Huckleberry Finn</i> 	1 Hour	Allen F. Stein. Return to Phelps Farm: "Huckleberry Finn" and the Old Southwestern Framing Device The Mississippi Quarterly, Vol. 24, No. 2 (Spring 1971), pp. 111-116 Published by: Mississippi State University

			Stable URL: https://www.jstor.org/stable/26473977	
Lectures Week VIII UNIT III	Title of the Topic to be Taught	No. of Hours/ Days per Topic	Suggested Reading	
I	Major Socio-political Issues taken up in <i>Huckleberry Finn</i> : <ul style="list-style-type: none"> • Slavery • Civil War Boyhood in Missouri/autobiographical elements	1 Hour	Jocelyn Chadwick-Joshua. <i>The Jim Dilemma: Reading Race in Huckleberry Finn.</i> University Press of Mississippi, 1998	
II	Romanticism vs Realism Eurocentricism vs Nationalism	1 Hour	Anders Schinkel. "Huck Finn, Moral Language and Moral Education" https://onlinelibrary.wiley.com/doi/full/10.1111/j.1467-9752.2011.00805.x?casa_token=3YHLNkXHhNQAAAAA%3A-TVWzIVsms56yBqGI6WBo1YhHOPBlxU6pU7ZCrexrJyDO1	
III I	Moral Issues: <ul style="list-style-type: none"> • Duke and Dauphin • The Wilks Family • Jim 	1 Hour	Fields, W. (1990). "When the Fences are Down; Language and Finn." Journal of American Studies, 24(3), 369-386 doi:10.1017/S002187580003368	
IV	Topics for presentation/Discussion	1 Hour		
Lectures	Lecture UNIT	Title of the Topic to be Taught	No. of Hour s/Day	Suggested Reading

Week IX	IV		s per Topic	
	I	<p>Alice Walker: <i>The Color Purple</i></p> <ul style="list-style-type: none"> • Introduction to African American history/ Slave Narratives/Fiction 	1 Hour	HL Gates, NY McKay. <i>The Norton Anthology of African American Literature, 1997</i>
	II	<ul style="list-style-type: none"> • Introduction to Alice Walker/<i>The Color Purple</i> 	1 Hour	
	III	<p>Alice Walker: <i>The Color Purple</i></p> <ul style="list-style-type: none"> • Womanism • Black sisterhood 	1 Hour	Alice Walker. <i>In Search of our Mothers' Garden: Womanist Prose</i> . Harcourt Brace Jovanovich, 1983
	IV	<ul style="list-style-type: none"> • Reading Excerpts/ Discussion on <i>The Color Purple</i> 	1 Hour	Bill Mullen, James Edward Smethurst. <i>Left of the Color Line: Race, Radicalism, and Twentieth-century Literature</i> . University of North Carolina Press, 2003
Lectures Week X	Lecture UNIT IV	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
	I	<ul style="list-style-type: none"> • Reading Excerpts/ Discussion on <i>The Color Purple</i> 	1 Hour	
	II	<ul style="list-style-type: none"> • Reading Excerpts/ Discussion on <i>The Color</i> 	1 Hour	

		<i>Purple</i>		
	III I	<ul style="list-style-type: none"> • Epistolary Novel • Bildungsroman • Structure • Characterisation • Thematic concerns 	1 Hour	G Jones. <i>Liberating voices: Oral tradition in African American literature</i> , 1991
	IV	Conclusion: The impact of the novel	1 Hour	
Lectures Week XI	UNIT IV	Title of the Topic to be Taught	No. of Hour s/Day s per Topic	Suggested Reading
	I	<i>The Color Purple</i> as a post-slave narrative	1 Hour	Audrey Fisch. ed. The Cambridge Companion to the African American Slave Narrative
	II	The body as a seat of trauma	1 Hour	A. Timothy Spaulding. Re-forming the Past: History, the Fantastic, and the Postmodern Slave Narrative BALAEV, MICHELLE. "Trends in Literary Trauma Theory." Mosaic: An Interdisciplinary Critical Journal, vol. 41, no. 2, 2008, pp. 149–166. JSTOR, www.jstor.org/stable/44029500.
		Self writing: reclaiming selfhood and identity	1 Hour	Jens Brockmeier, Donal Carbaugh. ed. <i>Narrative and Identity: Studies in Autobiography, Self and Culture</i> . John Bejamins Publishing Company, 2001

	III			
	IV	Womanism: a sisterhood of women	1 Hour	Pérez-Torres, Rafael. "KNITTING AND KNOTTING THE NARRATIVE THREAD—'BELOVED' AS POSTMODERN NOVEL." <i>Modern Fiction Studies</i> , vol. 39, no. 3/4, 1993, pp. 689–707. JSTOR, www.jstor.org/stable/26283472 .

UNIT V (Drama): Arthur Miller: *Death of a Salesman*

DAY/WEEK XII UNIT V	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
I	Introduction to the playwright Arthur Miller; his works; Concept of American Dream	1 Hour	<i>Arthur Miller</i> by Harold Bloom; <i>The American Dream</i> by Jim Cullen
II	Reading and Discussion/ critical analysis of the text <i>Death of a Salesman</i>	1 Hour	Text of <i>Death of a Salesman</i> ; <i>Arthur Miller's Death of a Salesman</i> by Harold Bloom
III	Reading and Discussion/ critical analysis of the text <i>Death of a Salesman</i>	1 Hour	Text of <i>Death of a Salesman</i> ; <i>Arthur Miller's Death of a Salesman</i> by Harold Bloom
IV	Reading and Discussion/ critical analysis of the text <i>Death of a Salesman</i>	1 Hour	Text of <i>Death of a Salesman</i> ; <i>Arthur Miller's Death of a Salesman</i> by Harold Bloom
Lectures Week XIII UNIT V	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
I	American Dream in <i>Death of a Salesman</i> ; Characters analysis	1	Text of <i>Death of a Salesman</i> ; <i>Arthur Miller's Death of a Salesman</i> by Harold Bloom; <i>Arthur Miller's Death of a Salesman</i> and American Dream by William Heyen; "Death of a Salesman:

	in <i>Death of a Salesman</i>	Hour	Critique of the American Dream” by Majid Salem Mgamis (http://ijll-net.com/)
II	<i>Death of a Salesman</i> as a common man’s tragedy; how <i>Death of a Salesman</i> differs from Shakespearean tragedy and Aristotle’s concept of Tragedy?; Willy Loman as a tragic hero	1 Hour	Text of <i>Death of a Salesman</i> ; Arthur Miller’s <i>Death of a Salesman</i> by Harold Bloom; “Willy Loman in Miller’s “Death of a Salesman”: An Analysis of Character Portrayal” by Sarah Breiktopf; “Death of a Saleman as a Modern Tragedy” by Jinying Zhao (http://www.literary-articles.com)
III	Psychological Analysis of <i>Death of a Salesman</i>	1 Hour	Text of <i>Death of a Salesman</i> ; Arthur Miller’s <i>Death of a Salesman</i> by Harold Bloom
IV	Various themes in <i>Death of a Salesman</i> : Father and Sons in <i>Death of a Salesman</i>	1 Hour	Text of <i>Death of a Salesman</i> ; Arthur Miller’s <i>Death of a Salesman</i> by Harold Bloom;
Lectures Week XIV UNIT V	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
I	The theme of betrayal, alienation , shame , guilt and abandonment Infidelity in <i>Death of a Salesman</i>	1 Hour	Text of <i>Death of a Salesman</i> ; Arthur Miller’s <i>Death of a Salesman</i> by Harold Bloom;
II	Symbolism in <i>Death of a Salesman</i> ; Discussion and Conclusion	1 Hour	Text of <i>Death of a Salesman</i> ; Arthur Miller’s <i>Death of a Salesman</i> by Harold Bloom;
III	Discussions/Presentations		
IV	Discussions/Presentations		

